Framework for Enhancing Student Learning

North Vancouver School District
2011–2021 Strategic Plan

www.sd44.ca

Engagement Evening Design Team: District Planning

Teachers: Carolyn Pena, Martin Stuible, Jane Blaiklock

Educational Assistants: Angela Thorp, Claire Freyvogel, Joyce Griffiths

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Students (DSLC): Cameron Carly, Christina Acton

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Tsleil-Waututh Nation: Candice Halls

Engagement Evening Design Team: District Planning

School Principals: Adam Baumann, Arlie Thompson

District Administrators: Arlene Martin, Vince White

Directors of Instruction: Joanne Robertson, Monty Bell

Trustees: Franci Stratton, Susan Skinner

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Meeting Objectives

- Provide context for a NVSD Framework for Enhanced Student Learning

- Gather input from NVSD partners on the development of this District-wide Framework

- Confirm next steps

Meeting Agenda

7:05 pm   NVSD Framework for Enhanced Learning
               Context and Objectives

7:20 pm   Interview Matrix Discussions

8:30 pm   Sharing of Findings and General
               Discussion

8:50 pm   Summary & Confirmation of Next Steps

9:00 pm   Adjournment

2002 – 2015 BC's K-12 Accountability Framework

Consisted of the following legislated elements:

1. District Achievement Contracts

2. District Superintendent's Reports on Student Achievement

3. Annual school plans developed by School Planning Councils

4. Superintendents of Achievement

5. Special Advisors, Official Trustees and administrative directives for student achievement

General Feedback

- Too many reports

- In too many places, our Accountability Framework has become a compliance exercise – too narrowly focused

- Needs to be more meaningful and relevant to districts, schools, and education partners (not top down)

- Need staff at the table

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BC's Framework For Enhancing Student Learning

System-wide Focus
on intellectual, human and social, and career development

Multi-year district and school plans, updated annually

Meaningful and Effective Evidence
Reported at least annually by districts and the province

System-wide Capacity Building
Team-based supports focussed on continuous improvement

Linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students (e.g., Aboriginal Education Enhancement Agreements)

- Consistent with the provincial *Mandate for the School System*

- Broadens focus of previous framework

- Brings coherence across all levels of the education system (student, school, district, and province)

Plans will reflect local efforts to support each student and specific groups
- Aboriginal students
- children in care
- students with special needs

Plans developed with local partners and in consideration of available evidence.

- The province and districts to report at least annually on overall results, as well as Aboriginal students, children in care, and students with special needs

- Local flexibility, balanced with provincial consistency

- Better utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities and needs (e.g., provincial team to support Aboriginal learners)

The Educated Citizen

- **thoughtful**, **able to learn** and to **think critically**, and who **can communicate** information from a **broad knowledge base**;

- **creative**, flexible, **self-motivated** and who have a **positive self image**;

- **capable** of making independent decisions;

- **skilled** and who **can contribute to society** generally, including the world of work;

- productive, who **gain satisfaction through achievement** and who strive for **physical well-being**;

- **cooperative**, **principled** and **respectful of others** regardless of differences;

- **aware of the rights** and **prepared to exercise the responsibilities** of an individual within the family, the community, Canada, and the world.

Guiding Principles

The *Framework for Enhancing Student Learning*:

1. is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities;

2. creates a system-wide focus on student learning, to ensure each student in BC achieves his or her full potential;

3. is meaningful, impactful, flexible, realistic, and sustainable;

4. addresses differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs;

5. is strength-, support-, evidence-, and results-based;

6. reflects system-wide commitment to continuous improvement and life-long learning; and

7. continues to build public confidence in BC's education system.

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To generate a **cultural shift** regarding accountability—from **compliance** to genuine **cross-partner ownership** of student learning.
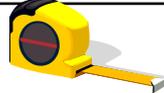
Advances in Neuroscience

Advances in Neuroscience and education research have revealed that diversity is much more than something we can see.

"When two students perform the same academic task, the patterns of activity in their brains are as unique as fingerprints."

David H. Rose & Anne Meyer

Four Pillars of Educational Practice

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	A. Curriculum Design	B. Instruction	C. Assessment and Reporting	D. Social / Emotional Learning
UNIVERSAL				
TARGETED				
INTENSIVE				

The "**how**" is as important as the "**what**".

Interview Questions

1. **Vision –** When I envision success for each student in the District, success looks like . . .

2. **Values –** What is important to you about how partners work together to enhance student learning in the North Vancouver School District?

Interview Questions (continued)

3. **Shared Understanding** – From your perspective, in what ways is teaching and learning different than from when you were a student? What advice would you give to help us build a greater shared understanding of today's teaching and learning environment and practice?

4. **Strengths and Priorities** – What is the North Vancouver School District doing well when it comes to supporting student learning? Going forward, what are the priorities for enhancing and communicating student learning in the School District?

Interview Matrix Process

- You have been placed in a group of 4 people. Each participant (#1-#4) "owns" a question/theme. With your single question/theme and recording sheet, you will interview the other members of your group.

- Using the provided recording sheets, Participant #1 will interview Participants #2, 3 and 4 about Question #1:

e.g., When I envision success for each student in the District, success looks like . . .

Rounds

- In Round 1, Participant #1 interviews Participant #2 and Participant #3 interviews Participant #4.

- After 5 minutes, there is a switch to Round 2.

- In Round 2, Participant #2 interviews Participant #3 and Participant #4 interviews Participant #1.

- Round 7 gives everyone the opportunity to write a summary of the 3 interviews they have conducted using their question. To stick with the above example, Participant #1 will summarize what Participants #2, #3 and #4 said in response to their question/theme.

Summary Round

- Meet with others responsible for your question (all #1s together, all #2s together, etc.) to summarize what your group learned.

- For example, all Participant #1s come together to summarize what everyone learned in response to Question 1. Record your findings on the chart paper provided.

- We request that one of your group volunteer to serve as the recorder to write the group findings on the chart paper. Be prepared to provide a brief summary of your group findings to the full group.

Reminders . . .

- Write legibly. Your notes will be transcribed and used.
- We need key findings, not a verbatim record.
- One person responds per round. This is not a reciprocal exercise.
- Take your time.
  - This is not a sprint. You will each have 5 to 7 minutes to provide your answer to a question.
  - Ask probing questions, if needed, to clarify a response.
  - Do not inject your own thoughts.
  - No need to debate or agree.
  - Check that your notes reflect their thoughts.

Interview rounds are 5 minutes long

Round One

1 > 2	
3 > 4	

Interview rounds are 5 minutes long

Round Two

2 > 3	
4 > 1	

Interview rounds are 5 minutes long

Round Three

2 > 4	
3 > 1	

Interview rounds are 5 minutes long

Round Four

3 > 2	
1 > 4	

Interview rounds are 5 minutes long

Round Five

4 > 2	
1 > 3	

Interview rounds are 5 minutes long

Round Six

2 > 1	
4 > 3	

Round 7 (5 minutes)

- Summarize the findings of your 3 interviews on the bottom of your recording sheet

- Include your own response to your question in the summary

Large Group Summary (5 min)

- Meet in large groups, by question (all #1s together, all #2s together, etc.), to summarize what the whole group heard in response to their question.

- Volunteer recorder to summarize findings on chart paper.

- Provide a brief summary to the full group.

Key Dates for the *Framework for Enhancing Student Learning*

- **2015/16** is a **transition year** (and an important opportunity for **continued collaboration**)

- **By March 2016**: districts develop and post their annual district and school planning process

- **By April 2016**: *OPTIONAL* activity for districts wishing to develop refined district plans in consideration of the draft Framework (as examples that can help inform provincial policy and directions)

- **By May 2016**: informed by education partner experiences and input, refine initial provincial policy and post on Ministry Web site

- **2016/17 School Year**: Plans and evidence developed under the new Framework posted on each district's Web site

Draft – Updated November 4, 2015

For more information on the Framework, please contact Dean Goodman at Dean.Goodman@gov.bc.ca or 250-508-4269

Next Steps

- Collect all Interview Matrix Sheets
- Transcribe results
- Send out a record of feedback to all participants
- Design Team
  - Review findings and develop recommendations re: setting priorities and monitoring progress
  - Report to larger group